

Teachers' Guide for Click

September 2012: Working on a Farm

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All activities are assumed to be teacher/adult assisted, unless students are independent at the level of the questions/activities.

Getting Started: Pre-reading:

Working on a farm is the topic of this month's issue. Who or what do you think does the work on a farm? Have you ever visited a farm? Were there animals on the farm? What kind? Did the farmers grow anything, like fruit or vegetables?

W2/SL1/2: Comprehension and relaying information:

As you finish a story, discuss/write how each part of a farm is important to the whole farm.

Click and the Kids:

R1/2: Key Ideas and Details:

Martin and Amy are excited about their first day on Uncle Jim's farm. Do you think they knew what they were getting into? How and why do their feelings change as they go through the morning? How do the author and illustrator help you know how Amy and Martin feel?

R7: Integration of knowledge:

Which character fed the sheep? Which character fed the pigs? How do you know? What did the author and illustrator do to help you know who did which job? What obstacle did Amy or Martin face with each job?

OR

W2: Writing to inform/explain:

Write a chart/summary or draw a picture to explain the work Amy and Martin did on Uncle Jim's farm. Show what each job was, and what obstacle Amy or Martin faced with each job.

RL4/L4: Word Meaning:

Explain or show why you think at the end of the story Uncle Jim says "I guess I'll have to find some other help this afternoon."

RL4/7/L4: Word Meaning, Integration, and Vocabulary:

Find the words grain (p.4), trough (p.5), and stall (p.5). Using what you already know, the illustrations, and how they are used in the story, can you explain what those words mean?

Have You Any Wool?

RL4/L4: Word Meaning:

There are many words in this story that might be new for you. Find the words: shorn, fleece, shear, carding, woven, and loom (p. 8 and 9.) in the story. Pick one or two of the words. Using what you already know, the illustrations, a dictionary, and how they are used in the story, can you explain what that/those words mean?

SL4: Presentation of Knowledge:

Using what you learned from the story, "Have You Any Wool?", what are the steps you would you teach someone about getting wool from sheep?

OR

R2: Determining theme or message:

What is the author of this article trying to teach us about wool?

W7: Research and discovery:

Look through your clothes – (Hint: hats, sweaters, coats, etc.) and look at the labels. Are any of the clothes you wear made from wool? What other materials are found in your clothes? Would you wear wool in hot or cold weather? Why? What else in your home keeps you warm that is made of wool? Make a chart or drawing of what you find.

R1: Key Ideas, Facts, and Details: For all questions, ask “How do you know?, Where do you find that information?”

When are sheep usually shorn?

Why do farmers need to shear, or cut, a sheep’s coat?

When does a sheep’s coat grow back in?

How does a sheep’s coat come off when it is shorn?

What do people use wool for?

Hard at Work

R5: Craft and Structure

Is “Hard at Work” a story? Poem? Play? What kind of writing is this – fiction or non-fiction? How do you know?

RF2: Find some of the rhyming words in this poem.

For example: in the first line “sheep” rhymes with “sleep”.

Why does the author use rhyme in “Hard at Work”?

How do rhyming words help someone learn to read?

L4: Vocabulary:

Why is the “narrator” called a sheepdog? Is the narrator a sheep or a dog?

What does the word “herd” mean? How do the poem and the photograph help you to understand the meaning?

Corn All Year

R6/7: Craft and Structure, Integration of Knowledge and Ideas:

Who is the author of this story? Who is the illustrator? How do the illustrations help us to know what the tractor, plow, harrow, planter, cultivator, and combine are?

What is the job of the tractor? Plow? Harrow? Planter?

R7: Research to Build and Present Knowledge: Using the story and doing additional research, answer (oral, write, or draw) these questions. What are some uses of corn? What is your favorite way to eat corn?

L4/5: Vocabulary:

Why do you think it is called it an “ear” of corn?

R1/W2&10: Ideas and Details, Writing Types and Range:

Create a timeline: (draw and if appropriate, label) Using what you learned from the story, what happens in the cornfield at different times of the year - winter, spring, summer and fall?

Extension of Knowledge:

If you’d like to grow your own corn, try this first: http://www.ehow.com/how_5123735_pre-sprout-corn-seed.html

Community Service/Citizenship:

If you’d like to do a community service project, start a school garden and donate the things that are grown to a local food shelter. For an example of such a program, see:

<http://www.thurstoncountyfoodbank.org/gardens.html>

Goatsbeard Farm

R1/2/6/7: Key Ideas, Craft, Integration of Knowledge

Why is this a good title for this story? Is this fiction or non-fiction? How do you know? What is the main topic or idea in this story? Who is telling the story? Why do you think the author chose to have this person tell the story?

R4/L4: Meaning and Vocabulary:

What are baby goats called? What does Peter tell us they like to do?

R1: Key Ideas and Details:

What do goats eat on rainy days? On sunny days? When they are being milked? On what pages did you find the information?

What is the goats' milk used for? What do Peter and his parents do with the cheese?

R7: Integration of Knowledge and Ideas:

How do the photographs help us know what happens on Goatsbeard Farm?

R1/9/W2: Key Ideas, Integration, Writing :

How does Peter help on the farm? How do you help out at home? Compare and contrast (Draw/List/Explain) how yours and Peter's jobs are the same or different.

SL4 – Evaluating and Presenting Information:

Would you like to live on a farm, like Peter? Why or why not? Give several reasons why you think so.

Yo Wants to Know

Have you ever visited a "pick-your-own" farm? What did you pick? Was it hard or easy? What did you do with what you picked? Discuss this with a partner.

R6: Craft and Structure:

Is this story fiction or non-fiction? Why do you think so?

R1/3/7: Facts, Details, and Inference/Integration of Knowledge:

How do Yo and Grandma get along? How do you know?

What are Yo and Grandma going to do with the blueberries they pick?

Why does Grandma tell Yo to "Pick gently"? How does Yo respond?

Do all the blueberries Yo and Grandma picked make it into the pie? How do you know?

R7: Integration:

How do the author and illustrator show us which way Yo and Grandma need to go to get to the blueberry patch?

W3/R9: Writing a narrative, Compare/Contrast:

Write/draw a story about two friends and a family member/adult who go apple, strawberry, or pumpkin picking. How would the story be different from Yo's experience? How would the illustrations differ?

Busy Bees

R1: Facts, Details, and Inference:

Why do bees visit flowers? How do bees help flowers? How do bees help people? What do bees collect from the flowers?

W1/2:

Write/draw some of the food that need bees to grow. (Hint: Look around the border of the story.) The story ends with a question – “Which foods would you miss?” Answer the question, along with why you’d miss them.

SL4: Presentation of Knowledge and Ideas:

How would you explain to your best friend, mom, dad, sister or brother that having bees in your garden is a good thing?

Why should we “say thank you to a bee”?

L4: Vocabulary:

Pollen, nectar

What does it mean if you say a person is a “busy bee”?

Spot’s Big Day

R6: Craft and Structure:

Is this story fiction or non-fiction? Why do you think so?

Who is telling the story? Why do you think the author picked this “character” to tell it?

L4: Vocabulary:

What is a “coop”? How do you know?

What does “bantam” mean? Where do you find the definition? (Hint: Look at all the captions.)

What does “broody” mean? (p. 32)

What is a “pullet”? (p. 33)

R1: Facts, Details, and Inference:

What is the job of a rooster?

When does the farmer open the coop?

Why does Zienna stay close to Carolina, even though the farmer doesn’t milk Zienna?

Why do chickens take dirt baths?

Why do chickens sleep on a roost? (p.34)

R9/W2: Compare and contrast:

Make a chart/Venn diagram of food that the animals on the farm eat. Add one more “animal”, YOU! Do you eat any of the same foods as any of the animals on the farm?

(Chickens, rooster, goats, duck, cats)

SL2/4/W2: What are the jobs of each of the animals on the farm? Share the information with another class. (Report and/or visual representation)

W1/2/SL1/2/4: Opinion/Writing and Reporting to Inform/Explain:

Using information from the text and captions, with a reading or writing buddy, explain why you would prefer to be a rooster, chicken, duck, goat, or cat on this farm?

W3: Written Expression:

Write a fiction story about animals on a farm, like Spot and Narly.

Wrap Up:

SL1/4: Comprehension and Collaboration:

With a reading buddy or buddies, select one of the stories in this issue: "Have You Any Wool?", "Corn All Year", "Goatsbeard Farm", or "Busy Bees". Use the text, illustrations, and captions to create a report that you will share with another group of students, or your whole class.

Beatrice Black Bear

If you were a farmer, what would you prefer, raising animals or growing crops? What type of animals would you like to raise? What type of crops would you prefer to grow – fruit, vegetables, or evergreen trees? Why?